



Components of

EXCELLENCE

COLLABORATION & TRANSFORMATION

Closing the achievement gap and preparing all students for success in college and careers requires a transformation in K–12 schools.

This guide will empower your district-level leadership to strategically implement AVID and provide a basis for the support you receive through partnering with AVID Center.

WHY?

School transformation is crucial to maintaining a competent and competitive workforce. Transformation happens when schools commit to best teaching practices that engage students at a high level of rigor and allow them to master the knowledge and skills necessary for postsecondary education and workforce competency.

For school transformation to be effective, the district-level team must collaborate with leaders from every campus. Quality professional learning should equip leaders with the skills and knowledge to create action plans for school transformation using outcome-based goal setting to ensure student achievement.

AVID meets this need by collaborating with district and campus leadership to transform the instructional capacity of dedicated staff seeking to improve academic outcomes for all students.

HOW?

Transformation requires systemic dedication, implementation with integrity and fidelity, and disciplined instructional leadership.

Each phase in the AVID Components of Excellence guide may last from one to several years, depending on a variety of factors.

The phases are scaffolded to progress from planning for AVID implementation, to planting the seeds for AVID Schoolwide while developing a strong AVID Elective class implementation (Secondary), to sustaining a districtwide and schoolwide AVID system.

Though the AVID Components of Excellence guide is not meant to represent the entirety of AVID implementation on a campus, the priority objectives are crucial to building a strong foundation for eventually sustaining a schoolwide college readiness system, in part tailored by the district according to data-driven needs.

WHAT?

Identified district and site key implementers should use this tool collaboratively as a guide to strategically prioritize, plan, and engage in building a sustainable AVID College- and Career-Readiness System to support all students in maximizing their potential.

This guide includes:

- Four phases that build on each other: Planning, Implementing, Emerging and Sustaining.
- Items in the early phases which serve as foundations for later actions that can be revisited and used as needed throughout implementation.
- Scaffolded and comprehensive components for excellent implementation to support long-term successful implementation; districts and sites can prioritize the implementation components that follow based on needs and goals, as well as alignment with other strategic initiatives
- Guiding questions to engage AVID leaders in critical conversations to deepen implementation
- Critical resources to guide the work in each phase

Through this approach, district and site leadership will see how AVID complements other district or site initiatives and serves as a catalyst for strategic refinements to existing systems.

By committing to this work, your district is committing to transforming teaching and learning so that all students, K-12, are supported in achieving college and career readiness goals.



PLANNING PHASE

Leadership

Select committed team members to lead AVID implementation at the district and site levels: AVID District Director, AVID Site Coordinators, AVID Elective teachers, AVID Elementary teachers, AVID Site Team members (see Implementation Guide for Site Team member descriptions), and other key implementers and key decision makers.

District Alignment and Goal Setting

Define AVID implementation goals and align them to the campus and district strategic plans. Develop action steps for implementation.

Progress Monitoring

Consider how to measure progress toward established goals that will be influenced by successful AVID implementation. Identify benchmark data points that reflect intended outcomes to monitor throughout implementation. Determine how AVID students will be coded in the student information system to collect the necessary data to show implementation impact in subsequent years.

Professional Learning

Develop a multi-year AVID Professional Learning Plan, including regular and intentional exposure to AVID methodologies for staff, especially the Site Team.

Site Teams

Develop the AVID Site Team so that it is embedded in, or connected to, the School Leadership Team and ensure all team members have an active role in the continuous improvement of AVID implementation.

Summer Institute

As outlined in the Implementation Guide, select a team of interdisciplinary staff members (a minimum of eight for Secondary and four for Elementary) to attend Summer Institute as the AVID Site Team, with administrative representation. Ideally, a group of interdisciplinary teachers from each implementing grade level should also attend.

Quality Implementation

As outlined in the Implementation Guide, plan for how implementation will be monitored in grade levels and content areas with AVID-trained instructors. For Secondary, plan for the AVID Elective (e.g., master schedule, student recruitment and selection, teacher selection, materials, tutor recruitment plan).

Access to Rigor

Assess student access to rigor across the district (e.g., availability of rigorous courses, student representation in rigorous courses by demographics, tracking, pre-requisites) to establish baseline data and identify gaps to address. Incorporate AVID training for teachers of rigorous courses into Professional Learning Plan to support increased student participation and success.

College/Career Readiness

Assess the current state of college/career readiness and college-going culture in your district by reviewing data concerning student achievement, college testing, postsecondary applications and attendance, etc. Identify gaps and create goals for AVID implementation to assist in filling those gaps.

Resource Planning

Develop a multi-year resource plan, including funding, to support ongoing refinement of implementation, professional learning, and sustainable expansion of the AVID College and Career Readiness System.

Community Involvement

Develop community/stakeholder awareness of, and potential involvement in, AVID by identifying opportunities to share intended outcomes of implementation, including plans for expansion over time to extend impact. Consider developing a communications plan to include internal (e.g., staff, students), external (e.g., parents, business leaders), and whole-community (e.g., state leaders, media) audiences.

PLANNING PHASE

Guiding Questions

- 1 How does AVID align with existing plans or initiatives? Why is AVID a good fit based on district and campus needs?
- 2 What gaps need to be addressed with AVID implementation through the Domains of Instruction, Systems, Leadership, and Culture? What systems are in place that can be monitored and adjusted, and what processes are in place to monitor and adjust?
- 3 How will the staff selection process account for sustainability and expectations of implementation fidelity?
 - a. Where will your AVID District Director fall on your organizational chart, and what structures are in place to afford the AVID DD significant collaboration with building principals and district leadership?
 - b. How will decision makers and key influencers support the District Director?
- 4 Do the student placement and student academic support practices at the school promote equitable access and enable all students to achieve their fullest potential?
- 5 How will the aligned AVID and district mission/vision be reflected in campus planning and actions?
- 6 To what extent do the current initiatives in the school improvement plans directly address and support the belief of college/career readiness for all students?
- 7 What plans are in place for all stakeholders to be involved in building and sustaining a college/career readiness culture?

Resources

[AVID Secondary Implementation Guide](#)

[AVID Elementary Implementation Guide](#)

[AVID Coaching and Certification Instrument](#)

[District Director Selection One-Pager](#)

[Funding Resources](#)

[District Director Roles and Responsibilities](#)

IMPLEMENTING PHASE

Leadership

Invest in continued development of your AVID District Director, building administrators, district leadership, and AVID Site Teams through professional learning and collaboration.

District Alignment and Goal Setting

Assess the impact of AVID on progress toward the objectives of the campus and district strategic plans. If necessary, strengthen the alignment between AVID and the district mission/vision. Incorporate AVID implementation into a cycle of continuous improvement based around the AVID Site Goals and/or campus improvement plan.

Progress Monitoring

Use the system defined in the Planning phase to begin measuring progress toward established goals that will be influenced by successful AVID implementation.

Professional Learning

Refine the multi-year AVID Professional Learning Plan by identifying areas for continuous improvement (Instruction, Systems, Leadership, and Culture) and providing learning opportunities for AVID teachers and all faculty and staff.

Site Teams

Empower Site Team members to exhibit collaborative leadership through selection of roles in the areas of Instruction, Systems, Leadership, and Culture.

Schoolwide WICOR

Use WICOR to meet campus instructional goals. Observe and document the use of WICOR strategies in Site Team and AVID-trained teachers' classrooms through walkthroughs. Provide opportunities for modeling and collaboration (e.g., PLCs, peer coaching) to further develop the use of WICOR strategies.

Quality Implementation

Utilizing the Coaching and Certification Instrument (CCI), assess the fidelity of implementation by examining the four AVID Schoolwide Domains of Instruction, Systems, Leadership, and Culture.

Access to Rigor

Develop systems to ensure access and opportunities for all students. Continue to analyze progress across the district and communicate both successes and ongoing challenges to stakeholders.

College/Career Readiness

Increase college and career exposure, especially for your AVID students, by providing opportunities for speakers, field trips, college fairs, etc. Review the baseline college/career readiness data collected in the Planning phase and assess progress made toward goals.

Resource Planning

Align the resource plan to current implementation needs and anticipated future growth to ensure sustainable expansion within buildings and across the district.

Community Involvement

Develop systems for sharing AVID implementation successes and progress toward goals with community and stakeholders through intentional family involvement, education, and service opportunities. Involve AVID students, when appropriate.

IMPLEMENTING PHASE

Guiding Questions

- 1 How does AVID align with existing plans or initiatives? Why is AVID a good fit based on district and campus needs?
- 2 What structures are in place to continue development of the AVID District Director, AVID Elective teachers, and other AVID-trained staff?
- 3 How will the Site Team support and monitor AVID implementation fidelity to ensure support of AVID Elective students and improved instruction across the campus?
- 4 What plans are being made to train more teachers on each campus around AVID strategies?
 - a. How are those strategies being monitored to ensure that they are being used effectively in the classroom?
- 5 What discussions are needed at the campus and/or district level regarding access to rigorous courses?
 - a. What supports will be in place for students who are entering rigorous courses for the first time?
- 6 What plans are in place for expanding to other campuses that do not currently have AVID?
- 7 How is AVID functioning as part of the larger district goals around college/career readiness for all students?
- 8 To what extent is a campus culture to support college/career readiness for all students clearly defined and prominent in the physical environment throughout the school?
- 9 How will families be involved in the college/career readiness culture on the campus?
- 10 How can the district and/or campus ensure that funding and resource allocation are sustainable?

Resources

[Site Team Resources](#)

[Tutor Training Resources](#)

[District Director Months at a Glance](#)

[Classroom Observation Forms](#)

[AVID Elective Weeks at a Glance \(WAG\)](#)

[Family Workshops](#)

[Schoolwide Strategy Planning Guide](#)

[AVID Data Reports Site](#)

EMERGING PHASE

Leadership

Building administrators and School Leadership Teams establish a system to communicate expectations for schoolwide college readiness (e.g., access to rigor, college-going culture, WICOR as an instructional framework).

District Alignment and Goal Setting

Review the impact of AVID on progress toward the objectives of the campus and district strategic plans and refine implementation for continued improvement. Communicate both successes and ongoing challenges to stakeholders.

Progress Monitoring

Refine the data collection system as necessary to measure intended outcomes. Use the data to refine other aspects related to AVID implementation.

Professional Learning

Use data to revise the AVID Professional Learning Plan to have at least 40% of the school faculty and staff trained through AVID Summer Institutes, Path to Schoolwide training, or District-Facilitated Professional Learning, while making connections to initiatives and district/campus improvement plans.

Site Teams

Refine systems for AVID Site Team members to serve as peer leaders through facilitating professional learning, providing peer coaching, and modeling AVID methodologies. Build capacity at the Secondary level by preparing additional AVID Site Team members to serve as AVID Elective teachers and/or AVID Site Coordinators.

Schoolwide WICOR

Review and revise plans so that at least 50% of teachers throughout the school routinely use WICOR strategies in all classes of AVID-trained staff across content areas. Regularly monitor WICOR implementation via walk-throughs, peer coaching, self-reflections, and surveys. WICOR strategies should be reflected in all lesson planning in a way that allows students to build and refine skills in each area of WICOR over the course of each week.

Quality Implementation

Utilizing the Coaching and Certification Instrument (CCI), assess the fidelity of implementation by examining the four AVID Schoolwide Domains of Instruction, Systems, Leadership, and Culture to inform continuous improvement efforts.

Access to Rigor

Review and revise systems to ensure students' access to, and success in, courses of rigor (as defined in the CCI) across the district by analyzing data and student progress against baseline data.

College/Career Readiness

Develop college/career partnerships, such as mentors, scholarships, shared events, etc. Continue to analyze progress toward college/career goals and communicate successes to stakeholders, linking to AVID implementation efforts.

Resource Planning

Plan for funding and resources to support ongoing professional learning and building capacity to enable continuous refinement of implementation and schoolwide impact.

Community Involvement

Develop community and stakeholder partnerships, such as mentoring, internship, guest speaker, fundraising, and field trip opportunities.

EMERGING PHASE

Guiding Questions

- 1 How does AVID strengthen other existing plans and initiatives?
- 2 What vertical and horizontal articulation opportunities are in place for teachers to collaborate and calibrate to ensure positive student progression toward college and career readiness, as well as readiness for future grade levels?
- 3 What structures or systems are in place for teachers and leaders to routinely collaborate and provide feedback to each other around quality instruction and the effective use of WICOR strategies to develop college readiness skills?
- 4 How is AVID professional learning utilized to deepen implementation across the site?
 - a. What plans are in place for professional learning to support all content areas in utilizing WICOR?
 - b. To what extent are the District Director, Site Coordinator, and Site Team involved in the AVID Professional Learning Plan?
 - c. What systems are in place to inspect the expectations of implementation once teachers have attended professional learning opportunities?
- 5 How are the school priorities, processes, and/or policies aligned with allowing access to rigorous courses for all students?
- 6 In what ways will the District Director need support in assessing progress of AVID implementation toward the district strategic plan? How will AVID be assessed to ensure an impact on the district strategic plan?

Resources

[Secondary Site Team Months at a Glance](#)

[Elementary Site Team Months at a Glance](#)

[Plan/Do/Study/Act
\(Continuous Improvement Cycle\)](#)

SUSTAINING PHASE

Leadership

Building administrators and School Leadership Teams ensure systemic supports for schoolwide college readiness and maintain systems for accountability (e.g., access to rigor, college-going culture, WICOR within an instructional framework).

District Alignment and Goal Setting

Continue to analyze the impact of AVID on progress toward the objectives of the campus and district strategic plans and communicate both successes and ongoing challenges to all stakeholders. Identify ongoing gaps and create goals based on needs, leveraging the resources in the AVID system as support for continuous improvement.

Progress Monitoring

Ensure that systemic supports measure the impact of intended outcomes and apply the data to refine other aspects related to AVID implementation.

Professional Learning

Ensure that systemic supports for the AVID Professional Learning Plan have at least 60% of school faculty trained through AVID Summer Institutes, Path to Schoolwide training, or District-Facilitated Professional Learning, while making connections to other district/campus initiatives and campus improvement plans.

Site Teams

Ensure that the AVID Site Team (and School Leadership Team members, if these groups are not the same) has an active role in the continuous improvement of AVID implementation and informs decisions that will impact schoolwide college and career readiness. Incorporate the expertise acquired by Site Team members to deepen and refine implementation through embedding AVID Site Goals into the campus improvement plan, utilizing AVID to elevate other initiatives.

Schoolwide WICOR

Ensure systemic supports for the schoolwide use of WICOR strategies as a core part of an instructional framework so that at least 70% of teachers throughout the school routinely use WICOR strategies in all content courses. Monitor through walk-throughs, peer coaching, self-reflections, and surveys. WICOR strategies should be reflected in all lesson planning in a way that allows students to build and refine skills in each area of WICOR over time.

Quality Implementation

Utilizing the Coaching and Certification Instrument (CCI), assess the fidelity of implementation by examining the four AVID Schoolwide Domains of Instruction, Systems, Leadership, and Culture to inform continuous improvement efforts.

Access to Rigor

Ensure systemic supports for increased access to rigor by ensuring schoolwide use of WICOR strategies in all classes with ongoing monitoring (such as through walk-throughs, peer coaching, self-reflection, and surveys). Connect ongoing goals to increase students' access to, and success in, courses of rigor to a continuous improvement plan.

College/Career Readiness

Employ the Continuous Improvement Cycle to assess and refine the level of college/career readiness and college-going culture in your district. Identify ongoing gaps and create goals based on needs, leveraging the resources of the AVID system as support.

Resource Planning

Ensure the adequacy and sustainability of resources, including funding, and advocate for stability of funding over time.

Community Involvement

Assess systemic supports for fostering and expanding community and stakeholder partnerships and opportunities.

SUSTAINING PHASE

Guiding Questions

- 1 How does AVID serve as a framework for all existing initiatives around college- and career-readiness?
- 2 What systems are in place to ensure ongoing selection and training of staff members to account for attrition?
- 3 How is it ensured that the DD and DD support have an active role in district leadership and significant collaboration with campus and district administration?
- 4 How will the aligned AVID and school mission/vision be reflected in long-term plans to ensure an increase in rigor and a culture of college and career readiness for all students?
- 5 What plans will be put in place for all stakeholders (including families) to be involved in building and sustaining a college- and career-readiness culture?

Resources

[AVID Professional Learning Modules](#)

[LCR 1 and 2 and District Path](#)

RESOURCES

PLANNING PHASE

AVID Secondary Implementation Guide	bit.ly/2L2bSCr
AVID Elementary Implementation Guide	bit.ly/2VI0IN6
AVID Coaching and Certification Instrument	bit.ly/2IInsAN
District Director Selection One-Pager	bit.ly/2IUPqZj
Funding Resources	avid.org/funding-options
District Director Roles and Responsibilities	bit.ly/2vlqCI9

IMPLEMENTING PHASE

Site Team Resources	bit.ly/2XLQ3ID
Tutor Training Resources	bit.ly/2ZDNLOj
District Director Months at a Glance	bit.ly/2IFhuAJ
Classroom Observation Forms	bit.ly/2GFYnnE
AVID Elective Weeks at a Glance (WAG)	bit.ly/2GFYnnE
Family Workshops	bit.ly/2UWjQ4J
Schoolwide Strategy Planning Guide	bit.ly/1TZje7I
AVID Data Reports Site	data.avidcenter.org

EMERGING PHASE

Secondary Site Team Months at a Glance	bit.ly/2UFalw3
Elementary Site Team Months at a Glance	bit.ly/2vnELOU
Plan/Do/Study/Act (Continuous Improvement Cycle)	bit.ly/2L6kS9B

SUSTAINING PHASE

AVID Professional Learning Modules	bit.ly/2GGHTfh
LCR 1 and 2 and District Path	avid.org/lcr